

History – Year 1						
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
			<b>The Old Toy Box</b> 14 hours in class <b>Toy Day – 2 hours</b>	<b>Once Upon a Castle</b> 10 hours in class <b>Castle Trip – 4 hours</b>	<b>Let It Grow (Mary Seacole)</b> 6 hours in class	
<b>Chronology</b>			I can understand the difference between past and present. I can sequence some objects, pictures and events in chronological order. I can remember parts of stories and memories about the past. I can use words and phrases such as old, new, young, days, months, years.	I can understand the difference between past and present. I can sequence some objects, pictures and events in chronological order.	I can sequence some objects, pictures and events in chronological order. I can remember parts of stories and memories about the past.	
<b>Knowledge and understanding</b>			I can tell the difference between past and present in my own life and other people's lives.	I can discuss significant historical events and people within my own locality		
<b>Historical Interpretations</b>			I can begin to use sources to identify and recall some details about the past.	I can begin to use sources to identify and recall some details about the past.		
<b>Historical Enquiry</b>			I can ask simple questions. I can find answers to simple questions about the past using different sources of information. I can sort sources into now and then.	I can ask simple questions. I can find answers to simple questions about the past using different sources of information. I can sort sources into now and then.		
<b>Organisation and communication</b>			I am beginning to use historical language in discussion.	I am beginning to use historical language in discussion. I can show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	I can discuss the lives of significant individuals in the past.	

**History – Year 2**

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>	<b>Block 6</b>
		<p align="center"><b>Vile Victorians</b>  <b>14 hours in class</b>  <b>Victorian Day – 4 hours</b></p>			<p align="center"><b>London’s Burning!</b>  <b>14 hours in class</b>  <b>Workshop – 4 hours</b></p>	
<b>Chronology</b>		<p>I can recognise that my life is different from the lives of people in the past.</p> <p>I can recount changes in my own life over time.</p> <p>I can sequence objects, pictures, events and people in chronological order.</p> <p>I can use words and phrases such as recently, before, after, now, later.</p> <p>I can use dates where appropriate.</p>			<p>I can sequence objects, pictures, events and people in chronological order.</p> <p>I can use dates where appropriate.</p>	
<b>Knowledge and understanding</b>		<p>I can understand the main events and people I have studied.</p> <p>I can use information to describe the past.</p> <p>I can use information to describe differences between then and now.</p> <p>I can describe significant historical events and people from a significant time in history.</p> <p>I can recognise that there are reasons why people in the past acted as they did.</p>			<p>I can understand the main events and people I have studied.</p> <p>I can use information to describe the past.</p> <p>I can describe significant historical events and people from a significant time history.</p> <p>I can use information to describe differences between then and now.</p>	
<b>Historical Interpretations</b>		<p>I can identify details from the past using books, pictures, eye-witness accounts, photos, artefacts, buildings, visits and the internet.</p>			<p>I can start to identify some of the different ways in which the past is represented (photos, eye-witness accounts).</p>	
<b>Historical Enquiry</b>		<p>I can ask questions and make predictions by handling and observing various sources and artefacts.</p> <p>I can answer questions by handling and observing various sources and artefacts.</p> <p>I can group different sources and artefacts.</p>			<p>I can ask questions and make predictions by handling and observing various sources.</p> <p>I can answer questions by handling and observing various sources.</p>	
<b>Organisation and communication</b>		<p>I can use some historical terminology to describe objects, people and events of the past.</p> <p>I can discuss the actions and achievements of people in the past.</p>			<p>I can use some historical terminology to describe objects, people and events of the past.</p>	

**History – Year 3**

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>	<b>Block 6</b>
	<b>Stone Age to Iron Age</b> <b>14 hours in class</b> <b>Workshop – 4 hours</b>	<b>Rampaging Romans</b> <b>14 hours in class</b> <b>Roman visitor - 4 hours</b>				
<b>Chronology</b>	<p>I understand that the past can be divided into different periods of time.</p> <p>I can place the time studied on a time line.</p> <p>I understand that timelines can be divided into BC and AD.</p> <p>I can use words and phrases such as: dates, time period, era, years, centuries, BC and AD, civilisation.</p>	<p>I understand that the past can be divided into different periods of time.</p> <p>I can place the time studied on a timeline.</p> <p>I can place events, artefacts and historical figures on a timeline.</p> <p>I understand that timelines can be divided into BC and AD.</p> <p>I can use words and phrases such as century, decade, BC, AD, after, before and during.</p>				
<b>Knowledge and understanding</b>	<p>I can understand the impact that people have had in different time periods.</p> <p>I can describe similarities and differences between people, events and objects.</p> <p>I can use evidence to describe past such as: Houses and settlements Buildings and their uses Differences between lives of rich and poor</p> <p>I can use evidence to identify how some of these may have changed over time.</p>	<p>I can describe the main events and people related to the period studied.</p> <p>I can understand the impact that people have had in different time periods.</p> <p>I can use evidence to describe past such as: Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses Differences between lives of rich and poor</p> <p>I can use evidence to identify how some of these may have changed over time.</p>				
<b>Historical Interpretations</b>	<p>I can identify some of the different ways in which the past is represented.</p> <p>I can distinguish between different sources</p>	<p>I can distinguish between different sources and evaluate their usefulness.</p>				

	<p>and evaluate their usefulness.</p> <p>I can distinguish between different sources and evaluate their usefulness.</p>					
<b>Historical Enquiry</b>	<p>I can ask a range of questions about the past and start to make detailed predictions.</p> <p>I can use sources of information to answer questions about the past.</p>	<p>I can ask a range of questions about the past and start to make detailed predictions.</p> <p>I can use sources of information to answer questions about the past.</p>				
<b>Organisation and communication</b>	<p>I can use historical terminology.</p> <p>I can use dates and terms with increasing accuracy.</p>					

**History – Year 4**

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>	<b>Block 6</b>
	<b>Vicious Vikings</b> <b>15 hours in class</b> <b>Viking Day – 3 hours</b>		<b>1066</b> <b>14 hours in class</b> <b>Castle – 4 hours</b>			
<b>Chronology</b>	I can place the time studied on a timeline. I understand more complex terms such as BCE and CE.		I can use terms related to the period and begin to date events. I can use words and phrases such as century, decade, BC, AD, after, before, during.			
<b>Knowledge and understanding</b>	I can recognise some of the similarities and differences between these periods. I can describe the main events and people related to the period studied.		I understand how some of the past events/people affect life today.			
<b>Historical Interpretations</b>	I can identify some of the different ways in which the past is represented.		I can start to give reasons for why there may be different accounts of history. I can distinguish between different sources and evaluate their usefulness.			
<b>Historical Enquiry</b>	I understand the difference between primary and secondary sources of evidence.		I can ask questions about the past and use my inference skills to make detailed predictions.			
<b>Organisation and communication</b>	I can use dates and terms correctly.		I can use historical terminology when describing and explaining my point of view.			

History– Year 5						
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
			<b>Tomb Raiders</b> <b>14 hours in class</b> <b>Egyptian WOW Day – 4 hours</b>			<b>The Mayan Civilisation</b> <b>14 hours in class</b> <b>Mayan Workshop – 4 hours</b>
<b>Chronology</b>			I can place the current period study on a timeline in relation to other studies. I can name and place dates, events, artefacts and historical figures on a timeline. I can describe events using words and phrases such as century, decade, BC, AD, after, before, during, era, period.			I can place the current period study on a timeline in relation to other studies. I can relate and make comparisons between the current study and previous studies.
<b>Knowledge and understanding</b>			I can describe the main events and people related to the period studied. I can identify and explain some ideas, beliefs, attitudes and experiences of men, women and children from the past.			I can describe and compare some changes that have happened in different time periods I can describe the main events and people related to the period studied. I can give some causes and consequences of the main events, situations and changes in the period studied I can describe and compare how some of the past events/people affect life today.
<b>Historical Interpretations</b>			I can give clear reasons why there may be different accounts of history. I can consider ways of checking the accuracy of sources. I can show an awareness that different evidence will lead to different conclusions.			
<b>Historical Enquiry</b>			I can use sources of information to answer questions about the past. I can use and interpret different primary and secondary historical sources including documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.			I can use sources of information to answer questions about the past. I can ask a range of questions about the past and follow a line of enquiry. I can choose reliable sources of evidence to answer questions. I realise that there is often not a single answer to historical questions.
<b>Organisation and communication</b>						I can use historical terminology to critique and explain my point of view. I can use dates and terms accurately.

**History – Year 6**

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>	<b>Block 6</b>
	<b>Crime and Punishment 14 hours in class Justice Museum – 4 hours</b>	<b>WW2 14 hours in class Portal to the past – 4 hours</b>				
<b>Chronology</b>	I can use words and phrases such as century and decade. I can use timelines to place and sequence local, national and international events. I can describe main changes in a period in history using words such as social, religious, political, technological and cultural.	I can name dates of many significant events from past studies and place it correctly on a timeline.				
<b>Knowledge and understanding</b>	I can identify how and give reasons why changes may have occurred, backed up with evidence. I can identify changes and links within and across the current period study and previous periods studied.	I can describe the main events and people related to the period studied.				
<b>Historical Interpretations</b>	I can explain that some events, people and changes have been interpreted in different ways and suggest possible reasons for how and why.	I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.				
<b>Historical Enquiry</b>	I can select, combine and identify information from a range of sources and artefacts.	I can confidently ask a range of questions about the past and follow a line of enquiry.				
<b>Organisation and communication</b>		I can confidently use historical terminology when describing historical events and my own opinion. I can make accurate use of specific dates and terms.				